



MARICOPA COUNTY JOB DESCRIPTION

REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (REIL) PEER EVALUATOR

MARKET RANGE TITLE:	EDUCATION SERVICE PEER EVALUATOR
DEPARTMENT:	EDUCATION SERVICE AGENCY
DIVISION/SECTION/UNIT:	REWARDING EXCELLENCE IN INSTRUCTION AND LEADERSHIP (LOW ORG 3750)
FLSA STATUS:	EXEMPT
CLASSIFIED/UNCLASSIFIED:	CONTRACT/UNCLASSIFIED
SALARY:	\$28.85 – \$39.29 (\$60,008 - \$81,723)

PURPOSE STATEMENT:

Maricopa County Peer Evaluators will be responsible for conducting teacher observations across six school districts implementing the Rewarding Excellence in Instruction and Leadership (REIL) program. Peer Evaluators will conduct observation cycles (pre/post conference and observation of classroom instruction) on an assigned group of teachers, using the REIL *Learning Observation Instrument*. Peer Evaluators will design and facilitate content- and pedagogy-focused professional development programs with the primary purpose to increase teacher instructional capacity and enhance student achievement. Peer Evaluators will be highly respected by their peers as being exemplary examples/models for increasing student academic progress and achievement.

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

1.0 Vision, Strategic Leadership, and Management

- 1.1 Supports the development of a shared vision of how the REIL program / services contribute to MCESA's vision. (MCESA Standard 1b)
- 1.2 Ensures that the MCESA/REIL vision and mission is regularly communicated, shared and understood by stakeholders. (MCESA Standard 1b)
- 1.3 Demonstrates a commitment to the objectives of the Rewarding Excellence in Instruction and Leadership (REIL) program. (MCESA Standard 1c; Career Pathway Competency 3)

- 1.4 Makes data-driven decisions and provides teachers /schools the assistance and appropriate tools they need for increasing student academic progress. (MCESA Standard 2c; Career Pathway Competency 5)
- 1.5 Regularly utilizes continuous improvement process based on data to plan and refine job-embedded professional development. (MCESA Standard 3f, 9c)
- 1.6 Exhibits personal accountability and integrity, including the maintenance of confidentiality regarding teacher evaluations and evaluation-related information. (MCESA Standard 5; Career Pathway Competency 4)
- 1.7 Develops knowledge and skills, that will result in increased student academic progress and achievement, through ongoing professional learning and feedback from REIL team members (MCESA Standard 8; Career Pathway Competency 13)

2.0 Rigorous, Fair, and Transparent Performance-Based Evaluation and Compensation System

- 2.1 Assesses classroom performance for assigned group of teachers using the *REIL Learning Observation Instrument*. (MCESA Standard 2g)
- 2.2 Collaborates with building-level administrators on establishment of Educator Goal Plans for assigned teachers. (MCESA Standard 8d; Career Pathway Competency 3)
- 2.3 Holds teachers to high standards in delivering high-quality learning experiences for students that result in increased student academic progress and achievement. (MCESA Standard 8d; Career Pathway Competency 2)
- 2.4 Collaborates with building level administrator(s) to assess assigned group of *master educators*. (MCESA Standard 2j)
- 2.5 Collaborates with REIL Field Specialist(s) and building-level administrators to conduct informal data sweeps to maintain the norming process for conducting high quality evaluations. (MCESA Standard 2j)
- 2.6 Maintains accuracy of scoring and demonstrates inter-rater reliability in order to remain in the peer evaluator cadre. (MCESA Standard 9b)
- 2.7 Meets all statutory, policy, and program deadlines concerning performance evaluation.
- 2.8 Assists teachers, master educators, and administrators in interpreting all aspects of the REIL Score.

3.0 Relationships and Collaboration

- 3.1 Ensures collaboration and promotes a high-functioning, professional learning team. (MCESA Standard 4a)
- 3.2 Establishes, nurtures, and maintains good relationships with all internal and external stakeholders. (MCESA Standard 4b; Career Pathway Competency 6, 8)
- 3.3 Addresses concerns in a timely and effective manner. (MCESA Standard 4d)

- 3.4 Uses public information and research-based knowledge of issues and trends to collaboratively work with all stakeholders. (MCESA Standard 4e)

4.0 Job-Embedded Professional Development

- 4.1 Provides professional development to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the Performance-Based Compensation System. (MCESA Standard 2d, 8a, 8c)
- 4.2 Supports teachers with job-embedded content- and pedagogy-based coaching in alignment with established educator goal plans. (MCESA Standard 2d, 2g, 8c; Career Pathway Competency 7, 10)
- 4.3 Uses data from educator goal plans to collaboratively design professional development and support systems to improve instructional effectiveness resulting with increased student academic progress and achievement. (MCESA Standard 2c, 2g)
- 4.4 Provides specific feedback to teachers and *master educators* using REIL Observation instruments. (MCESA Standard 2g, 7c, 8a, 8c; Career Pathway Competency 3, 7, 10)

5.0 Communication

- 5.1 Communicates frequently and effectively with all stakeholders. (MCESA Standard 4c)
- 5.2 Maintains high level of communication to ensure a seamless process for teachers and administrators with respect to scheduling of observation cycles and professional development. (MCESA Standard 4c)
- 5.3 Utilizes appropriate instruments, tools, and other resources to support teachers in the continuous improvement process. (MCESA Standard 3f)
- 5.4 Gathers feedback from teachers to self-evaluate and improve performance that will result with increased student academic progress and achievement. (MCESA Standard 4g)
- 5.5 Collaborates with REIL field specialists, fellow peer evaluators and building-level administrators to provide specific support to help teachers to improve and succeed as evidenced by increased student academic progress and achievement. (MCESA Standard 4a; Career Pathway Competency 6)
- 5.6 Prepares quality written feedback to assigned teachers and master educators that will result in increased student academic progress and achievement.

REPORTING STRUCTURE

A. Supervision Received:

- REIL Field Specialists

B. Supervision Exercised:

- None

QUALIFICATIONS*

A. Minimum education and/or experience:

- Passing score on STEP (Selecting Teachers to Enter Pathways) screening
- Arizona Teacher and/or Administrative Certification
- A Master's degree in Education or equivalent experience/coursework
- Minimum of five (5) years effective teaching experience or combined minimum of five (5) years of effective teaching and effective administrative experience.
- Content-specific and/or grade-level band specific teaching experience (e.g., high school mathematics, K-3 literacy)
- Experience in developing and implementing professional development programs

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

- 60 or more credit hours (in an appropriate coursework pertinent to the position) beyond a Bachelor's degree
- Bachelor's degree and at least 3 years of experience in a peer evaluator or instructional coach role

C. Preferred education and/or experience:

- Arizona Principal or Supervisor Certification
- Master's degree in content area
- Minimum of five (5) years administrative experience in teaching and learning
- Minimum 3.0 GPA in content-area course-work
- Experience providing feedback to teachers via a performance-based evaluation system

D. Knowledge, Skills, and Abilities:

- Developed expertise in a content area and/or grade level.
- Evidence of exhibiting highly effective instruction that leads to student academic progress.
- Strong pedagogical content knowledge
- Strong practical and theoretical knowledge of performance-based evaluation and compensation systems, curriculum and assessment, and teacher professional development.
- Effective planning, organizational, and time-management skills.
- Excellent interpersonal, leadership, and communication skills.
- Computer Literate: Microsoft Word, Excel, PowerPoint, Access, Email, and Internet Research.
- The ability to work well under pressure in a multi-task environment.
- Ability to reason logically and think independently and creatively on educational projects.

E. Specialized training, certifications, or other special requirements:

- Arizona Fingerprint Clearance Card
- Valid Arizona Teacher Certificate in area of interest
- Arizona Driver's License
- Highly Qualified in Content Area

F. Preferred special requirements:

G. Special working conditions:

***Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)**